



A CENTER FOR TEACHING AND LEARNING MATRIX

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NETWORK

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BACKGROUND AND GOALS

In 2017, the American Council on Education (ACE) released *A Beta Faculty Development Center Matrix* as a complementary tool to the ACE publication *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development* (Haras et al. 2017). The impetus for the creation of such a matrix was a chapter in this ACE publication focused on future goals and actions for faculty development. The initial contributors to the beta matrix include Catherine Haras, Emily D. Magruder, Margery Ginsberg, and Todd Zakrajsek. The ACE publication and matrix tool were made possible by a generous grant from Strada Education Network to examine and quality assure postsecondary pedagogy. Additional information about ACE's effective teaching publications, including the beta matrix tool, is available at www.acenet.edu/effectiveteaching.

The next iteration of the tool, *A Center for Teaching and Learning Matrix*, emerges from a collaboration between the POD Network and ACE. Following the release of the beta matrix tool, members of the two organizations gathered extensive feedback as part of its continuous development. Contributors to this revision include Eli-Collins Brown, Catherine Haras, Carol Hurney, Jonathan Iuzzini, Emily D. Magruder, Mary Deane Sorcinelli, Steven C. Taylor, and Mary Wright. Per agreement by ACE and the POD Network, readers may utilize this document through a Creative Commons Attribution Noncommercial International License.

In developing this tool, we were guided both by research and evidence-based practice in educational development, as well as four primary considerations: respect for directors' multiple commitments, relevance to the real work of practitioners, inquiry as a method of center and instructors' improvement, and authentic evidence of ongoing development that can serve multiple purposes. In addition, we sought to develop a tool that could illuminate accomplishments and challenge assumptions about the work and potential of teaching centers. In advance, thank you for participating in this challenging yet essential work. The matrix is a means for centers and academic leaders to envision their existing and potential impact on student learning, teaching practice, and the institution more broadly.

The matrix is organized so that CTLs can identify their development in 17 domains of practice across three levels that indicate institutional commitment to professional learning that leads to instructional effectiveness. To reference the work of CTLs, we use the term educational development instead of faculty development, as educational development signals how the field of faculty development is evolving to expand the breadth of work. This expanded work includes providing professional development opportunities for tenure-track and full- and part-time non-tenure-track faculty, postdoctoral scholars, graduate students, teaching assistants, and administrators, and providing opportunities at the individual, departmental, college, institutional levels (Little 2014). Additionally, an increasing number of CTLs work with undergraduates, through their roles as teachers or via direct academic support. The scope of educational development can also include other aspects of the learning enterprise (e.g., instructional technology, student academic support) and faculty work (e.g., scholarly writing, mentoring, leadership development).

Please note that our use of "instructor" throughout this document is inclusive of all instructional audiences, and the use of "Center" or "CTL" is inclusive of the wide range of teaching, learning, and faculty development units on campuses.

HOW TO USE THE MATRIX

The Center for Teaching and Learning (CTL) matrix is conceptualized across three levels, adapted from the Council of Australian Directors of Academic Development (CADAD)(2011). Key features include:

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ORGANIZATIONAL STRUCTURE

RESOURCE ALLOCATION AND INFRASTRUCTURE

the degree to which an institution funds and locates teaching development, and the ways in which a CTL designs programming for the campus, indicates its centrality. Depending upon institutional mission, size, and Carnegie classification, some of these elements (like staffing) may be aspirational, or outside of Center scope.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
BUDGET	Funding for the Center is largely in the form of support for specific events or programs.	Center has appropriate institutional budget, although it may fluctuate from year to year. Budget may encompass both programming and personnel costs, although personnel may be part of central administration budget. Funds are available to support the professional development of some Center staff. Budget may be supplemented by cost-sharing with other units, one-time campus allocations, or external grants.	Center budget is funded proportional to campus mission, vision, and strategic direction. Budget absorbs rates of fluctuation from year to year and allows for long-term planning, staffing, and growth. Budget encompasses programming, personnel costs, services (e.g., food, outside speakers), and supplies. Funds are available to support the professional development of all Center staff. Budget is supplemented by cost-sharing with other units or one-time campus allocations. Budget is sufficient without external sources of funds but CTL may hold a gift fund, secure external grants, or partner on grants.
LOCATION & SPACE	Center utilizes space that may be shared among multiple institutional units. Center staff may be housed in a location separate from where programming and services are offered.	The Center has dedicated space and can be located without difficulty. There is adequate office space for staff; access to a classroom, lab, and spaces for meetings, programs, and events. Center space is inviting and adequately resourced but design may not meet current demand/need and/or reflect pedagogical principles and practices.	CTL is in a location that is easily found and accessible, with ample office space for staff. May include a workspace for instructors. CTL has dedicated classroom, lab, and meeting/event space. Center space is welcoming, engaging, and resource rich. CTL features new spaces or repurposes existing space configured with technology. Pedagogical principles and practices drive space design, including educational technology implementation.
STAFFING	CTL may be led by a faculty committee (some with release/reassigned time) or by an individual administrator, faculty or staff member who may be less than full time. The committee/individual charged with leading the CTL is beginning to develop a background in the field of faculty/educational development. CTL struggles to meet requests.	CTL has an individual charged with supporting educational development. Center staff includes a director, although may be less than full-time. Staffing is relatively lean. At least one member of the CTL staff has a background in the field of educational development. Requests from faculty may exceed the staff's capacity.	Center has a dedicated staff that includes a full-time director who may also hold other titles. Staffing is substantial and may include a program coordinator, associate or assistant director, instructional/technology consultant, faculty associate, postdoc, graduate student or undergraduate assistant, full- or part-time. Multiple members of CTL staff have backgrounds in educational development. Staff is able to meet most or all requests for services and is sufficient to meet operational needs (e.g., publicity, archiving).
ONLINE RESOURCES	Center's website is in development or is established with basic information about Center's location, contact information, and schedule of events. Center staff are considering how/whether to provide instructional resources online.	Center may extend its reach via web pages that are current and easily navigable; some instructional resources and program materials may be available online.	Center significantly extends its reach via a dynamic online presence. Web pages are current and easily navigable. Instructional resources and program materials are online and may include asynchronous programming (webinars), electronic newsletters, blogs, and links to other print and visual materials.
COMMUNICATION & REPUTATION	Center staff is developing a marketing plan. Communication is largely event-based and is accomplished through flyers, word of mouth, and emails. CTL is developing a needs assessment to better understand the diverse interests of faculty across departments, career stages, and appointment types.	Regular communication is offered to the campus (e.g., via email, newsletter, or social media). CTL is beginning to develop a reputation for providing programs responsive to instructor/constituencies' needs. Some departments/appointment types may be overrepresented in attendance, while others may be underrepresented. Programming may be perceived as for certain departments/appointment types only, e.g., humanities, tenure-track faculty.	CTL provides proactive and timely outreach via email, newsletters, social media engagement, and "on the road" events. Center has strong reputation for programs highly responsive to

PROGRAMS AND SERVICES

Teaching and learning centers develop evidence-based, mission-dependent programming based upon instructor, student, and campus need. While the domains below may be context-specific, relationships and community remain key indicators of Center viability.

	BEGINNING/DEVELOPING	PROFICIENT/FUNCTIONING	ACCOMPLISHED/EXEMPLARY
SCOPE	Programs and services are responsive to the expressed needs of some CTL constituencies but are not fully aligned with Center mission and goals. Programs are limited in variety and ability to scale.	Programs and services are responsive to expressed needs of many/all CTL constituencies and are aligned with mission and goals. Programming may not be scalable, or largely targets a particular career stage, appointment type, or disciplinary area.	Programs and services are responsive to and advance needs and initiatives as defined by the institution, are aligned with CTL mission and goals, and are grounded in literature on teaching, learning, and educational development. A diverse array of programs is designed to reach broad campus constituencies.
TARGET AUDIENCE	Center programs and services target individual instructors, including those with contingent appointments, post-doctoral fellows, or graduate students (as applicable for the institution).	Plus: Center programs and services target cohorts that represent instructors at similar career milestones (e.g., new faculty), roles (e.g., non-tenure-track faculty), common interests or responsibilities (e.g., teaching crucial gateway courses, or teaching multicultural content), or those from the same academic department or program.	Plus: Center collaborates with other centers, or disseminates to a wider audience beyond the institution, through online resources, programs, and scholarly communications (e.g.,

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ADDITIONAL RESOURCES

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